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ABSTRACT

This plan is intended to help the Alabama State Department of Education unify and strengthen its approach to the delivery of services pertaining to inservice education and professional development and to provide a means for appropriately focusing attention on inservice education and the need for continuous staff improvement. The seven standards for professional development programs concern: 1) purpose, 2) programs, 3) resources, 4) evaluation, 5) organization and administration, 6) records and reports, and 7) professional staff involvement. (MCC/CJ)

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State Plan for Inservice Education/Professional Development

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SP 016 447

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PREFACE

This document contains the first State Board of Education-approved State Plan for Inservice Education and Professional Development ever generated for Alabama. In responding to the January, 1972, Board mandate, many efforts have been made to assist local school systems in providing meaningful and worthwhile inservice education programs. Although many of these attempts were no doubt helpful, in many cases they probably fell short of what was needed because of inadequate funding and other reasons. This Plan, which was approved by the State Board of Education on April 5, 1979, is the culmination of efforts of a cross-section of educators working together over a period of approximately a year. Although staff members of the State Department of Education had the primary responsibility for putting the pieces together, this Plan was made possible and greatly enhanced by the involvement of a variety of personnel from local education agencies, institutions of higher education, and professional organizations working together with us.

As you will note, in adopting this Plan, the State Board of Education added two amendments. The first amendment gives the State Superintendent of Education the discretion of identifying a particular subject area which would get special emphasis in all school systems during a given year. The second amendment mandates that a limited piloting of the Plan be conducted during the 1979-1980 school year to identify any weaknesses that might exist in it. As you know, the requirements of the Plan are to be met by each local school system beginning with the 1980-1981 school year.

In addition to helping the State Department of Education unify and strengthen its approach to the delivery of services pertaining to inservice education/professional development, we hope this Plan will provide a means for appropriately focusing attention on inservice education and the need for continuous staff development. We believe that it will help to secure more support for this important program which is an inherent part of our total operation. Hopefully, out of this can grow a more adequate funding as we make inservice education more visable to those responsible for allocating resources at the state and local levels.

Wayne Teague

Wayne Teague
State Superintendent of Education

AUG 7 1980

ADOPTED BY ALABAMA STATE BOARD OF EDUCATION AT ITS MEETING ON April 5, 1979

STATE PLAN FOR INSERVICE EDUCATION/PROFESSIONAL DEVELOPMENT

WHEREAS, the State Board of Education currently requires each public school system annually to develop and implement a comprehensive plan for the continuous improvement of the professional personnel in its employ; and

WHEREAS, there exists the need to bring inservice education/professional development programs and related activities to the highest possible levels of adequacy; and

WHEREAS, the State Superintendent of Education has been directed by the State Board of Education to develop a State Plan for Inservice Education/Professional Development which would:

I. Establish inservice education/professional development as an essential and continuous function of a career in education and an extension of preservice preparation;

II. Establish inservice education/professional development as a major priority for improving the competence of those professionally certified employees of the local school systems;

III. Give further emphasis to inservice education/professional development as the mandated responsibility of the local school systems with specifically identified roles for teachers and other professional personnel, institutions of higher education, and the State Department of Education;

IV. Accommodate the establishment and use of up-to-date approaches to meet inservice education/professional development objectives;

V. Accommodate the renewal of professional certification by participants; and

WHEREAS, the attached document contains such a plan and provides for its implementation; and

WHEREAS, the State Superintendent of Education recommends the approval of this plan effective school year 1980-81;

NOW, THEREFORE, BE IT RESOLVED, That the State Plan for Inservice Education/Professional Development contained in the attached document be approved;

AND, BE IT FURTHER RESOLVED, That all plans and policies heretofore approved by this Board, which are not consistent with this State Plan, are by this action rescinded and replaced.

ADOPTED BY ALABAMA STATE
BOARD OF EDUCATION AT ITS
MEETING ON April 5, 1979

Additional Information Relative to Resolution No. 11, STATE PLAN FOR INSERVICE/PROFESSIONAL DEVELOPMENT.

Following are two amendments to the State Plan for Inservice Education/ Professional Development which were approved at the State Board meeting held on March 13, 1979, and are quoted as they will appear in the minutes of that meeting:

"Mr. Roberts offered an amendment to the Plan giving the State Superintendent the discretion to identify a particular subject area to be included in the inservice program along with any and all other subjects that the local education agency may choose; motion seconded by Mr. Higginbotham and carried by the following roll call vote: aye: Dr. Gold, Mr. Creel, Mrs. Cherry, Mr. Higginbotham, Mr. Poole, Dr. Martin, Mrs. Drake and Mr. Roberts; nay: none; absent: Governor James.

"Dr. Gold made a motion to include in the Plan the statement, 'WHEREAS, the State Superintendent of Education believes that a limited piloting of the described inservice efforts be conducted during 1979-80 to identify weaknesses, if any, with the Plan.' His motion was seconded by Mrs. Drake and unanimously approved."

STATE PLAN FOR INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT

INTRODUCTION

Standards of most professions require of their members formal study on a continuing basis for the purpose of keeping up to date with new developments. Educators too are aware of the pervasive needs for continuing study in order to remain knowledgeable of the improvements in their profession.

Public school curricula become outdated unless appropriate new knowledge and techniques are included as they become available. The effectiveness of teaching can be enhanced by the use of new knowledge about student growth and development and the nature of effective teaching. Administrative and supervisory services may be improved by keeping up with developments in their areas of specialization. Emerging problems and issues in society and in education which have relevance to educational programs and professional practice must be studied by educators if they are to maintain meaningful contact with the society of which they are a part.

Acts of the State Legislature require inservice education programs. Section 16-23-7 requires the superintendent of schools to provide annual institutes for improving teachers in service. Section 16-23-12 states that "the county superintendent of education or the city superintendent of schools shall arrange for and conduct conferences in convenient centers upon the courses of study or on problems of instruction, supervision and administration." Section 16-23-13 states that "it is made the duty of the state-supported institutions of higher learning offering teacher training courses to cooperate as far as practicable with the Department of Education in furthering training-in-service activities" for teachers.

Recognizing the critical role of well-prepared teachers in providing adequate education programs, the State Board of Education adopted on January 25, 1972,

policies which require each school system in the state to plan and to carry out a program of "continuing education" to be approved by the State Board of Education, for further developing the competence of its professional employees. School systems seek to comply with these policies through a variety of programs.

In an effort to assist school systems to provide professional development programs the State Board of Education adopted a resolution on June 14, 1978, mandating the creation of standards to be met by these programs.

The criterion for compliance with these acts and resolutions of the State Board of Education is effective participation in professional development programs by all certified personnel. The goal of the program is to help provide the best possible education for each student enrolled in the public schools by improving the competence of professional personnel.

STANDARDS FOR PROFESSIONAL DEVELOPMENT PROGRAMS OF LOCAL SCHOOL SYSTEMS

These standards, developed in accordance with the above, are to be met by each school system in the state.

Assumptions and guidelines upon which the standards are based are:

1. Professional development is an essential and continuous function of successful careers in public education.

2. Providing continuous professional development opportunities for educators is a responsibility shared by (a) local school systems, (b) teachers and other professional personnel, (c) professional associations of educators, (d) institutions of higher education, and (e) the State Department of Education.

3. Professional development is a major means of raising the achievement levels of students in the public schools by improving the competence of certificated employees.

4. Reliance on a variety of proven kinds of programs and methods focused on the needs of certificated personnel is essential to achieving continued professional development.

5. Effective validated participation in professional development programs of the local system is appropriate for renewal of certificates of professional personnel under the provisions specified in the following standards.

6. Professional development programs available during the contract period of the certificated employee shall provide sufficient opportunities to meet professional development program objectives.

Standard 1 - PURPOSE

Professional development programs shall serve as a means of assisting the school system to achieve its purposes at the highest level of quality. More specifically, such programs shall help all certificated personnel in the public schools, specifically including those in major administrative positions, whether or not certified, to achieve and maintain high levels of performance in order that students may:

1. Acquire the competence their abilities warrant in the use of the basic skills (reading, writing, speaking, listening, spelling and mathematics);

2. Acquire the knowledge necessary to achieve a constructive role in society; and

3. Acquire knowledge, abilities and skills which provide personal and cultural enrichment; and

4. Develop those attitudes, beliefs, understandings and values needed for positive participation in the American democracy.

Standard 2 - PROGRAMS

The professional development program shall be:

1. Based on a careful assessment of the professional needs of the certificated employees of the school system which, when resolved, result in better schools for students.

2. Developed in such ways that those whom it is to serve are directly involved in planning and evaluating the program.

3. Focused on improving student achievement through, in part, increasing teacher effectiveness.

4. Oriented to serving the professional needs of each certified employee, including all employees serving in major administrative capacities.

5. Offered through as many kinds of approved activities as are needed to achieve the purposes of participants, schools and the school system. Programs should serve the general professional development needs common to all personnel of the system, assist teachers and other professional employees with individual problems and provide activities for groups of individuals with similar responsibilities and needs.

6. Designed to provide assistance to beginning teachers in resolving the professional problems they encounter, and shall be based on the final evaluation of the beginning teacher's readiness to teach which is required at the end of the preservice program and demands of the current assignment.

7. Designed to assist each certificated employee plan an individualized professional development program based on objective diagnosis of need; and

8. Submitted for approval to the teacher education and professional development section of the State Department of Education annually not later than July 1 for approval. Proposed changes in approved programs may be submitted at any time. The school system plan shall incorporate individual and system-wide needs as well as provide for program policy, planning, and evaluation.

Standard 3 - RESOURCES

Resources available for professional development programs shall consist of:

1. Professional personnel from local school systems, the State Department of Education, public and private institutions of higher learning and special consultants as needed.

2. Funds to pay for out-of-system travel, substitute teachers and consultants who are not a regular part of the program.

3. Funds to provide books, periodicals, films, video and other tapes, supplies, clerical and stenographic services necessary for viable programs.

4. Other appropriate resources.

Standard 4 - EVALUATION

The professional development program shall include provisions for continuous evaluation of its effectiveness. Those provisions shall include the following:

1. An annual evaluation which employs these professional development standards and answers the following questions:

   (a) To what extent are programs and services based on a realistic needs assessment in which participants have shared?

   (b) To what extent do programs and services satisfy the needs they are designed to meet?

   (c) To what extent are programs and services provided through a variety of ways of meeting the needs of each participant?

   (d) To what extent do all participants share appropriately in the evaluations?

   (e) To what extent are the personnel, financial and other resources provided by participating agencies adequate for the program undertaken?

   (f) How well does the evaluation (1) reflect the growth of each individual participant? (2) relate to the instructional program and pupil achievement in each school in the school system; and (3) reflect the effects on administrative and supervisory personnel of the school system?

   (g) Are planning and management phases of the program adequate?

   (h) How are results of the evaluation used in planning subsequent phases of the professional development program of the school system?

2. Evaluation shall occur on a five-year basis and as far as feasible shall be conducted as a component of other regularly scheduled assessments and/or audits, such as state accreditation review teams. These evaluations shall be conducted by professional teams composed of the following:

   (a) At least one teacher from each level of certification in which the school system offers programs.

   (b) One public school administrator.

   (c) One supervisor of instruction.

   (d) One teacher educator from an institution of higher education.

   (e) One person from the State Department of Education.

Methods and procedures used in the evaluation shall be consistent with those used in program approval of institutions of higher education.

Standard 5 - ORGANIZATION AND ADMINISTRATION

The local school board and Superintendent of Education shall be responsible for the organization and implementation of the professional development program.

1. A school system advisory committee comprised of equitable representation which takes into account all teaching fields, race, sex, and the instructional support staff shall be responsible for program policy, planning and evaluation. A minimum of one-half of the committee shall be classroom teachers elected by the teachers. Other members of the committee shall be appointed by the superintendent of education.

2. The program shall be administered and coordinated by a member of the central office staff and/or another appropriate person with system-wide responsibility designated by the superintendent of education.

Formal provisions shall be made for the inter-school and intra-school system planning and coordination in order to strengthen programs through more effective use of personnel and financial resources.

A member of the staff of the State Department of Education after consultation with the local superintendent shall be appointed by the State Superintendent of Education to serve in an advisory capacity for program planning and wise use of State Department of Education professional resources in program implementation. A representative of the teacher education faculty of an institution in the geographic area of the school system shall be appointed by the appropriate official of the institution after consultation with the local superintendent to serve in a similar capacity. Also, representatives from other IHEs may be appointed if desired by the local school board and superintendent of education.

Other services provided by the State Department of Education and institutions of higher learning shall be available as desired by the local school board and superintendent of education.

Standard 6 - RECORDS AND REPORTS

In order to provide necessary data for proper program evaluation, evaluating each person's role in the program, and for further program planning, provision shall be made for keeping records including:

1. An account of the participation of each person in the program and relating this to the responsibilities and needs of the person;
2. An account of improvements and/or contributions made by the individual in his or her work as a result of participation in the program as reported by the individual;
3. An account of the improvements made by this school and/or school system as a result of the professional development program.
4. An annual summary report of the program including the annual evaluation required by the State Board of Education; and
5. The required periodic external evaluation of the program.

Appropriate forms shall be developed by the State Department of Education in order to standardize and simplify the keeping of needed records.

Standard 7 - PROFESSIONAL STAFF INVOLVEMENT

It is assumed that (a) professional development programs which meet these standards will provide opportunities for professional personnel to pursue constructively their commitment to doing the best job of which they are capable; (b) successful participation in the program will enhance satisfaction with one's work; and (c) the status of the profession will be elevated and career opportunities improved.

For certification renewal purposes, the local school board and superintendent of education shall develop a plan and implementation procedures that make it possible for them to maintain evidence of the employee's successful participation in the professional development program during each year of service and verify such to the State Department of Education.